

AMERICAN SIGN LANGUAGE - LEVEL 1

CIP Code: 51.0205
Levels: 10-12
Units of Credit: One Credit (Foreign Language and/or CTE)
Skill Certificate: ASL - Level 1 Skill Certificate Available

Description: An instructional program that prepares individuals to interpret for the Deaf and the Hard-of-Hearing. Includes instruction in American Sign Language, fingerspelling, orientation to Deaf Culture and interpreting from signing to voice as well as from voice to signing.

Standards and Objectives (October 2004)

Refer to the Expressive Skills Performance Evaluation Checklist to evaluate and document student performance in ASL.

STANDARD 01 **7% (4 questions)**
The student will be able to recognize and demonstrate an introduction and the exchange of personal information.

OBJECTIVES

- 01.01 Recognize and demonstrate fingerspelling.
- 01.02 Recognize and demonstrate culturally appropriate introductions.
- 01.03 Recognize and demonstrate forming and answering questions concerning his/her personal information (i.e., preferences, wants, likes/dislikes, schooling, Deaf/Hearing).

STANDARD 02 **7% (4 questions)**
The student will be able to recognize and demonstrate a discussion of family relationships.

OBJECTIVES

- 02.01 Recognize and demonstrate family relations in a culturally appropriate way (i.e., parents, grandparents, aunts, uncles).
- 02.02 Recognize and demonstrate correct use of spatial reference to non-present people.
- 02.03 Recognize and demonstrate proper use of personal and possessive pronouns during conversation (i.e., me vs. my, she vs. her, etc.).
- 02.04 Recognize and demonstrate proper use of negative responses: NO, NOT, and NONE (including appropriate head movement).
- 02.05 Recognize and demonstrate age numbers.
- 02.06 Recognize and demonstrate ranking family members.

STANDARD 03**12% (7 questions)**

The student will be able to recognize and demonstrate school surroundings, housing, directions and transportation.

OBJECTIVES

- 03.01 Recognize and demonstrate cardinal and ordinal numbers.
- 03.02 Recognize and demonstrate school surroundings.
- 03.03 Recognize and demonstrate wh-questions such as who, what and where.
- 03.04 Recognize and demonstrate proper use of non-manual markers for distance showing inflection of degree (near, moderate, far).
- 03.05 Recognize and demonstrate proper way of giving directions from his/her perspective and receive directions from the signer's perspective, using appropriate reference points.
- 03.06 Recognize and demonstrate confirming and/or correcting information concerning directions.
- 03.07 Recognize and demonstrate various modes of transportation.
- 03.08 Recognize and demonstrate a variety of housing.

STANDARD 04**5% (3 questions)**

The student will be able to recognize and demonstrate signed explanations of occupations and places of employment.

OBJECTIVES

- 04.01 Recognize and demonstrate a variety of occupations (using the agent marker) and work places.
- 04.02 Recognize and demonstrate use loan signs and common fingerspelled abbreviations (fs-PO, #BANK, fs-IBM, #CO, etc.).

STANDARD 05**3% (2 questions)**

The student will be able to recognize and demonstrate outward appearance and personal qualities of others.

OBJECTIVES

- 05.01 Recognize and demonstrate the appearance of another person using appropriate classifiers (i.e., height, body type, and hair style).
- 05.02 Recognize and demonstrate descriptive classifiers for style and pattern of clothing.
- 05.03 Recognize and demonstrate color signs.
- 05.04 Recognize and demonstrate personal qualities of another person, using contrastive structure.
- 05.05 Recognize and demonstrate expressing and contradicting opinions.

STANDARD 06**4% (3 questions)****The student will be able to recognize and demonstrate signed commands and requests.****OBJECTIVES**

- 06.01 Recognize and demonstrate giving reasons and making requests, using formal/informal registers.
- 06.02 Recognize and demonstrate accepting or declining help when another makes a request.
- 06.03 Recognize and demonstrate inflected forms of verbs.
- 06.04 Recognize and demonstrate money numbers.

STANDARD 07**12% (7 questions)****The student will be able to recognize and demonstrate activities, daily routines and schedules.****OBJECTIVES**

- 07.01 Recognize and demonstrate a variety of activities (i.e., going to school, appointments, sports, parties, etc.).
- 07.02 Recognize and demonstrate preferences for activities, including appropriate facial expression.
- 07.03 Recognize and demonstrate a wide variety of time signs, including days of the week, time of day and clock numbers.
- 07.04 Recognize and demonstrate daily routines or schedules in chronological order, using concepts such as listing, BEFORE-EVENT, AFTER and FINISH.
- 07.05 Recognize and demonstrate wh-q/#DO++ usage, and yes/no questions when asking about schedules.
- 07.06 Recognize and demonstrate giving why his/her plans changed.

STANDARD 08**25% (15 questions)****The student will recognize Deaf Culture and American Sign Language as unique and independent, and will understand the appropriate etiquette involved in Deaf Culture.****OBJECTIVES**

- 08.01 Identify basic sentence structures and grammatical markers in American Sign Language.
- 08.02 Negotiate a signing environment.
- 08.03 Clarify conversation and basic conversational skills.
- 08.04 Identify effective cross-cultural communication.
- 08.05 Explain the high-context nature of Deaf culture.
- 08.06 Differentiate arbitrary and descriptive name signs.

STANDARD 09**13% (8 questions)**

The student will identify important people, organizations, dates, events and places in Deaf history.

OBJECTIVES

- 09.01 Identify the following individuals and their role in Deaf history: Abbe de l'Epee, Laurent Clerc, Thomas Gallaudet, Alice Cogswell, Alexander Graham Bell, George Veditz, William Stokoe, I. King Jordan and Abraham Lincoln.
- 09.02 Identify the following organizations and schools: NAD (National Association of the Deaf), NFSD (National Fraternal Society of the Deaf), NTD (National Theater of the Deaf), NTID (National Technical Institute for the Deaf) and Gallaudet University.
- 09.03 Explain the impact of the following events: Milan Conference, "Deaf President Now" Protest, the establishing of the first school for the Deaf in Hartford, Connecticut, the enacting (in 1976) of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

STANDARD 10**2% (1 question)**

The student will discuss the Deaf perspective of deafness and related terminology.

OBJECTIVES

- 10.01 Identify the Deaf perspective of the following terms: Deaf, Hard-of-Hearing, hearing-impaired (disabled/handicapped view), hearing, deaf and dumb, deaf-mute and CODA.
- 10.02 Identify the percentage and understand the implication of Deaf children born to hearing parents.

STANDARD 11**5% (3 questions)**

The student will describe the various technological devices and services used by the Deaf and the ADA's involvement.

OBJECTIVES

- 11.01 Explain hearing aids and cochlear implants and how they are viewed/used by the Deaf community:
- 11.02 Identify the following services and how the ADA ensured their accessibility: interpreting services, RID (National Registry of Interpreters for the Deaf), public TTYs, closed-captioning and relay services.
- 11.03 Explain how the Deaf use TTYs and different types of signaling devices.

STANDARD 12**5% (3 questions)**

The student will define the different methods of Deaf education.

OBJECTIVES

- 12.01 Explain the differences between mainstreaming, residential schools and day schools.
- 12.02 Recognize the comparative effectiveness of oral methods, total communication and the signing-only approach.